

**Florida Association of District  
Instructional Materials Administrators  
Cost Analysis Committee  
Fiscal Year 2006-2007**

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## **FLORIDA ASSOCIATION OF DISTRICT INSTRUCTIONAL MATERIALS ADMINISTRATORS COST ANALYSIS FOR FY 2006-2007**

The Florida Association of District Instructional Materials Administrators (FADIMA) commends the Legislature for the high level of funding for instructional materials provided for K-12 students during the last several years. The 2000 Legislature enacted statutory language providing statewide visibility to the need for current instructional materials, including a book per child in the core subject areas. The success of this legislation further reinforces the need for the FADIMA Cost Analysis and funding request.

This document serves to identify a typical curriculum that a student would follow, with materials being selected as representative of the tools that would be used to teach that curriculum. FADIMA fully recognizes that many students follow different curricula, many educators would make different choices of materials, and many needed instructional materials are not even reflected in the Cost Analysis calculations. The Cost Analysis value is that it reflects true costs associated with a mainstream curriculum, the *Sunshine State Standards, No Child Left Behind*, and the materials and prices are those of items currently state-adopted and being used in Florida.

This year, for the first time, there is a provision for dual enrollment materials which are significantly more expensive than the allocation for those individual students. Dual enrollment is an excellent opportunity for high school students to simultaneously earn college or vocational credit toward a postsecondary diploma, certificate, or degree. Due to the wonderful effort made by the State of Florida to provide this opportunity to our students, the cost of dual enrollment textbooks has risen significantly. Therefore, for the first time, 1.86% of the 2007 Cost Analysis figure includes funds for dual enrollment. This figure was determined after FADIMA conducted a survey which asked districts to provide their instructional materials allocation and the actual amount spent for dual enrollment instructional materials.

**The Cost Analysis does not factor nor take into account costs for the following:**

- 1. There is no specific line item for lost and damaged books which we estimate to exceed 5% per year statewide. There is limited accommodation for lost and damaged by using a life cycle of the text that is 1 year shorter than the adoption cycle. For example, the typical 6-year adoption cycle is amortized over 5 years.**

Additionally, in most cases due to statute limitations, replacement cost cannot be assessed against an individual who loses a book.

2. There is no direct provision for flexibility funds. State law allows considerable flexibility spending for instructional materials that are not on the state adopted list.
3. While overall district growth is funded and is one of the strengths of the instructional materials allocation, internal growth (from grade level to grade level) is not funded. For example, a school district with no total growth may have a bubble of students at one grade level and each year have to pay for additional materials as that class advances, which is not funded in the state allocation. An example of an artificially produced bubble would be repercussions of the mandatory 3rd grade retention.
4. With the implementation of the class size amendment additional classrooms and teachers will be added. The cost of teacher resource materials is not reflected. However, student additions have been addressed. The teacher materials will be a new significant cost to each school and school district since the existing contracts will not provide enough teacher materials for the lower classroom enrollments.
5. Neither the Cost Analysis, nor the state instructional materials allocation, includes funds to cover alternative instructional materials for students who are retained or require mandatory remediation, especially in reading.
6. No provision is made for the 1% statewide transportation for state adopted materials. The transportation cost for flexibility purchases from national publishers is even more (approximately 7-10%).
7. Teacher materials for Exceptional Student Education and Limited English Proficiency accommodations are not reflected.
8. No provisions are made for ongoing maintenance costs associated with electronic courseware agreements.

Research indicates that 90 to 95 percent of classroom instruction and homework is delivered using instructional materials. For purposes of state adoption, "instructional materials" means:

"...items having intellectual content that by design serves as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, consumables, learning

laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media.”

1006.29(4), Florida Statutes

The following issues serve as the basis for the 2006-2007 funding request:

- Commitment to Sunshine State Standards as the decisive factor for textbook adoption in Florida.
- A 2.44% increase in student enrollment figures
- Statutory requirement to provide one book per child in the core subject areas
- Advancements in instructional materials and technology-based methods of delivery
- Increased prominence of ancillary-developed FCAT materials

FADIMA is pleased that education policymakers continue to consider this analysis in determining the state’s instructional materials needs. In conducting this analysis, FADIMA used the Department of Education’s projected enrollment figures from May 2005 and the current prices of materials. Adequately funding instructional materials supports highest student achievement and stresses an educational environment conducive to teaching and learning using **Florida-specific, standards-based materials reflective of research and best practices**. FADIMA has conducted this analysis to provide education policymakers with a basis to determine the level of funding necessary to provide adequate instructional materials for Florida’s students. **If schools are to be accountable for providing full implementation of instructional materials in the core subject areas, sufficient funding for instructional materials is essential.**

In addition to instructional materials, FADIMA supports separate appropriations for library media materials and hardware for use with technology based materials above and beyond the instructional materials appropriation. Furthermore, the Cost Analysis does not factor nor take into account ongoing costs for electronic courseware maintenance and maintenance agreements.

**For the 2006-2007 school year, FADIMA estimates the cost of instructional materials for the state’s public school districts to be \$247,573,588. After discussing the cost of dual enrollment textbooks with several legislators last March, funds for dual enrollment in the amount of \$4,604,869 have been added. The total request is \$252,178,457.**

**FADIMA COST ANALYSIS**  
**FY 2006- 2007**  
**COMMITTEE CONSIDERATIONS**

Prior to finalization of cost data, the Cost Analysis Committee deliberated issues impacting the cost of materials. The following considerations were discussed and their impact factored into the analysis.

**Grade K-5:**

Each of the Science titles will be new. Macmillan/McGraw Hill was the selected representative program.

Districts will continue to purchase phonics workbooks and phonics readers from the selected Reading publisher. With the focus on differentiated instruction, additional sets of classroom leveled readers will be needed. The proposal includes the Phonics Bookshelf at grades 1 and 2 and an Intervention Bookshelf Collection at grades 3-5 as the Literature component. An assessment component is also listed at each grade level.

The new representative Social Studies program that was chosen in 2005 was Houghton-Mifflin. The newly adopted Social Studies materials have been adjusted to show the actual prices as adopted rather than the projected prices.

**Grade 6-8**

The state will adopt a new Science program effective April 1, 2006. The new representative 6-8 programs projected in the Cost Analysis is published by Holt.

Florida adopted a new Social Studies Program in 2005 and Glencoe is the selected representative program, which now reflects the code number and price of the adopted textbook.

The Reading textbook at grades 6, 7 & 8 is Scholastic and reflects the code number and price of the adopted textbook. Reading reflects the needs of the districts to provide intensive and remedial reading.

The Computer Applications at grades 7 and 8 reflect the requirements of *No Child Left Behind* that ensure all students are computer literate by December of their 8<sup>th</sup> grade.

For FCAT Test Preparation, a Reading Test-Prep Workbook from Steck Vaughn is listed at each grade 6-8 to address reinforcement and remediation for students scoring at Levels I & II on the FCAT.

Instructional materials for core courses were calculated using a 1:1 ratio.

### **Grade 9-12**

The state will adopt a new Science program effective April 1, 2006. The new representative 9-12 program projected in the Cost Analysis is represented by multiple publishers.

The state adopted Social Studies effective April 1, 2005. The new representative 9-12 program projected in the Cost Analysis is represented by multiple publishers and was adjusted to show actual prices as adopted rather than projected prices.

The representative Reading program (Grades 9 & 10) was chosen by the committee for use in this projection is published by American Guidance Service. (This is a consumable program and must be purchased each year.)

For FCAT Test Preparation, a Reading and Mathematics Test-Prep Workbook from Amsco continues in the proposed Cost Analysis for grades 9-10 to address reinforcement and remediation for students scoring at Levels I & II on the FCAT.

Instructional materials for core courses were calculated using a ratio of 1:1.


# EXPLANATION OF THE FADIMA COST ANALYSIS


The FADIMA Cost Analysis Committee analyzed every grade level in order to project the cost of instructional materials definitively.


The committee identifies a typical curriculum or courses that districts offer. Once the typical curriculum is identified, instructional materials reflecting that curriculum are selected for the cost analysis. Materials selected are representative of those used in districts throughout Florida.

Listed below is an explanation of the terms used in the cost analysis:

- **SUBJECT** - The curriculum area taught.
- **ITEM** - The type of material used; for example, textbook, kit, technology, etc.
- **PUBLISHER** - The publisher of the specific title.
- **CODE** - The specific code number from the catalog of state-adopted materials.
- **RATIO** - The ratio explains how a title will be used in the classroom and identifies the mathematical ratio used to determine the cost of that title. All ratios are explained on the grade level page where they are used.

 **PRICE** - The source of the price is normally the Department of Education (state contract price). For titles that will be adopted after the cost analysis has been prepared, the publisher's current catalog price (net school price or wholesale price) is used.

 **NON-CONSUMABLE** - Textbooks and other materials that are used year after year are included in the cost analysis by an amount that is amortized over the life of the adoption cycle.

 **YEARS** - The number of years to amortize the cost of non-consumable titles. This represents the physical life of the material.

**📖 CONSUMABLE** - The one-year cost of consumable titles. These items must be purchased annually. The consumable cost is usually the price of the title unless the material is used with less than the total number of students.

**📖 ANNUAL NON-CONSUMABLE** - The sum of the one-year prices for all textbooks or materials used year after year.

**📖 ANNUAL CONSUMABLE** - The sum of the one-year prices for all consumable titles.

**📖 MAINTENANCE** - The sum of the annual non-consumable and annual consumable amounts. Maintenance is the amount needed to purchase material for returning students.

**📖 GROWTH** - The amount needed by each district to purchase a full set of materials for each new student. This cost differs from the non-consumable amount since it is not divided by the five years (amortized). It is the sum of the actual prices or the prices divided by the ratio.

The appropriation for instructional materials is allocated to the districts by the need to equip new students (growth) and to maintain existing or returning students (maintenance). After the growth and maintenance costs are identified, they are applied to the estimated student population. The cost analysis is a projection based on figures available May 2005, and therefore represents a preliminary projection from the Florida Department of Education.

The Legislature requires funding for instructional materials for growth before maintenance. To determine student enrollment growth, the projected enrollment for FY 2005-2006 (the approaching fiscal year) is subtracted from the projected enrollment for FY 2006-2007 (the fiscal year for which the cost analysis is intended). The balance of the projected enrollment in FY 2006-2007 (after growth) is included in the formula for maintenance.

The cost for each grade is combined to provide the Commissioner, Governor and Legislature the recommended projected costs for instructional materials in FY 2006-2007.